R E P O R T R E S U M E S

ED 017 351 RC 002 209

THE TEXAS PROJECT FOR EDUCATION OF MIGRANT CHILDREN.

TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE SEP 67

EDRS PRICE MF-$0.25 HC-$1.00 23P.

DESCRIPTORS- *FEDERAL AID, *MIGRANT EDUCATION, MIGRANT HEALTH SERVICES, *MIGRANT SCHOOLS, MIGRATION PATTERNS, *MIGRANT CHILDREN, RURAL SCHOOLS, *SPECIAL PROGRAMS, SCHOOL SERVICES, SCHOOL SUPPORT,

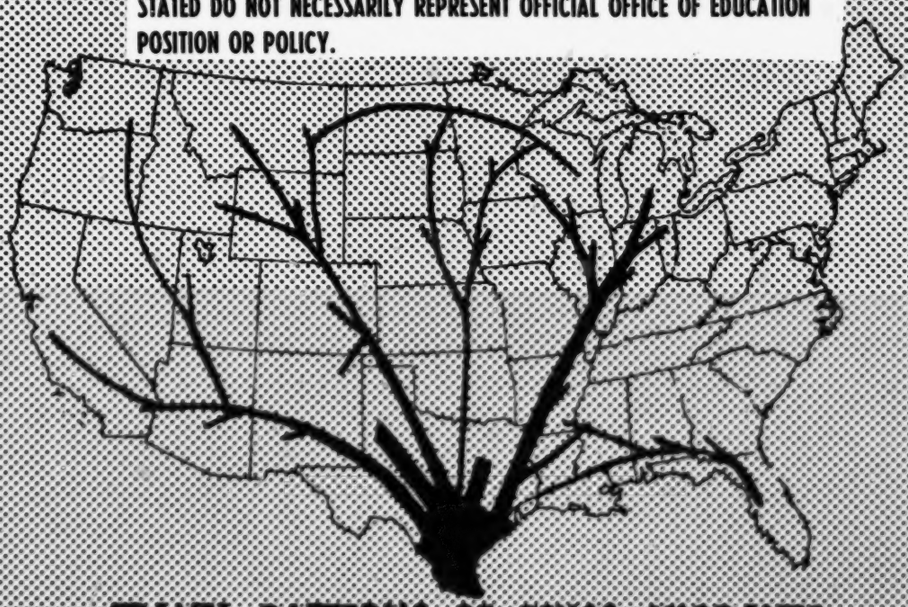
THE TEXAS STATE BOARD OF EDUCATION REQUESTED A SURVEY IN 1962 TO DETERMINE THE NUMBER OF MIGRATORY CHILDREN AND THEIR MIGRATION PATTERNS, RESULTING IN A 1963 COMMISSION WHICH STUDIED MORE EFFECTIVE WAYS OF EDUCATING MIGRANTS. AMONG THE ADOPTED RECOMMENDATIONS WERE A SIX-MONTH SCHOOL YEAR, LONGER DAILY SCHEDULES, AND FEWER HOLIDAYS. THIS PROGRAM, PROVIDING THE SAME NUMBER OF INSTRUCTIONAL HOURS AS THE NINE-MONTH SCHOOL YEAR, WÁS ADOPTED IN 5 SCHOOLS IN 1963. SUFFICIENT FINANCIAL AID WAS PROVIDED TO RETAIN THE DESIRED TEACHER-PUPIL RATIO DURING PERIODS OF PEAK ENROLLMENT. EVALUATION AT THE END OF THE FIRST YEAR REVEALED GAINS IN ACADEMIC GROWTH AND SOCIAL ADJUSTMENT COMPARABLE TO THOSE MADE BY FULL-TIME STUDENTS IN NINE-MONTH PROGRAMS. IN 1964-65, 5 SCHOOLS WERE ADDED AND 20 MORE IN 1965-66. THE 1967-68 PROJECT IS TO INCLUDE 41 SCHOOLS IN THE RIO GRANDE VALLEY, ENROLLING 21,000 STUDENTS. ESEA, OEO, AND TEXAS STATE FUNDS WERE UTILIZED TO PROVIDE, IN ADDITION TO THE SCHOOLING, FREE LUNCHES, MILK, SNACKS, MEDICAL EXAMINATIONS, MEDICAL AND DENTAL FOLLOW-UP, ADEQUATE CLOTHING, AND A MENTAL HEALTH PROGRAM. THIS PUBLICATION, A SUPPLEMENT TO OTHER AGENCY BULLETINS, BRIEFLY DESCRIBES THE PROJECT, ITS OBJECTIVES AND INSTRUCTIONAL PROGRAM, THE MIGRANT CHILD, AND THE UTILIZATION OF SPECIAL SERVICE PERSONNEL. (SF)

ED017351

THE TEXAS PROJECT FOR EDUCATION OF MIGRANT CHILDREN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



TRAVEL PATTERNS OF TEXAS MIGRANTS

RC 002 209

Prepared by

DIVISION OF COMPENSATORY EDUCATION
- Staff for Education of Migrants
Texas Education Agency Austin, Texas Sept. 1967

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Non-discriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

PREFACE

This bulletin is published as an aid for school districts participating in the Texas Project for Education of Migrant Children and as a source of information for others interested in the Project. The publication is not exhaustive but is intended as a supplement to the Agency bulletins, Proposed Curriculum Program for Texas Migratory Children and Reading Supplement to Curriculum Guide for Texas Migratory Children.

It is the desire of the Agency that each school district develop a migrant program designed to meet the distinctive needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of the migrant children of Texas.

BACKGROUND

The State Board of Education, the Commissioner of Education, and other Texas educators have been concerned for a number of years with the problem of educating migrant children. The patterns and practices of mobile families have created school problems for both migrant and non-migrant students.

In an attempt to find a solution for those problems, the State Board of Education requested a survey in 1962 to determine the number of migratory children and their migration patterns. According to that study there were 48,775 migrant children in Texas in 1961-62. On January 7, 1963, as a result of the survey, the State Board of Education approved the appointment of a commission to consider more effective ways of educating migrant children. The commission, working with the staff of the Texas Education Agency, proposed a six-month school program. Such a program with a longer daily schedule and fewer holidays was designed to provide the same number of instructional hours required in the nine-month program.

The State Board of Education adopted the report of the commission, and in September 1963, the Texas Project for Education of Migrant Children was initiated in five schools, with 3,000 students, located in the Rio Grande Valley. A curriculum guide was developed by a committee composed of public school personnel and members of the Texas Education Agency. Through the Minimum Foundation Program, the Texas Education Agency gave the participating districts financial assistance. The amount of assistance was determined by a formula designed to provide additional classroom teachers in order to retain the desired teacher-pupil ratio during the periods of peak enrollment.

The evaluation at the end of the first year revealed that the students participating in the program had made gains in academic growth and social adjustment comparable to those made by full-time students in the nine-month program. Also, it revealed a positive acceptance of the Project by teachers, parents, and community leaders.

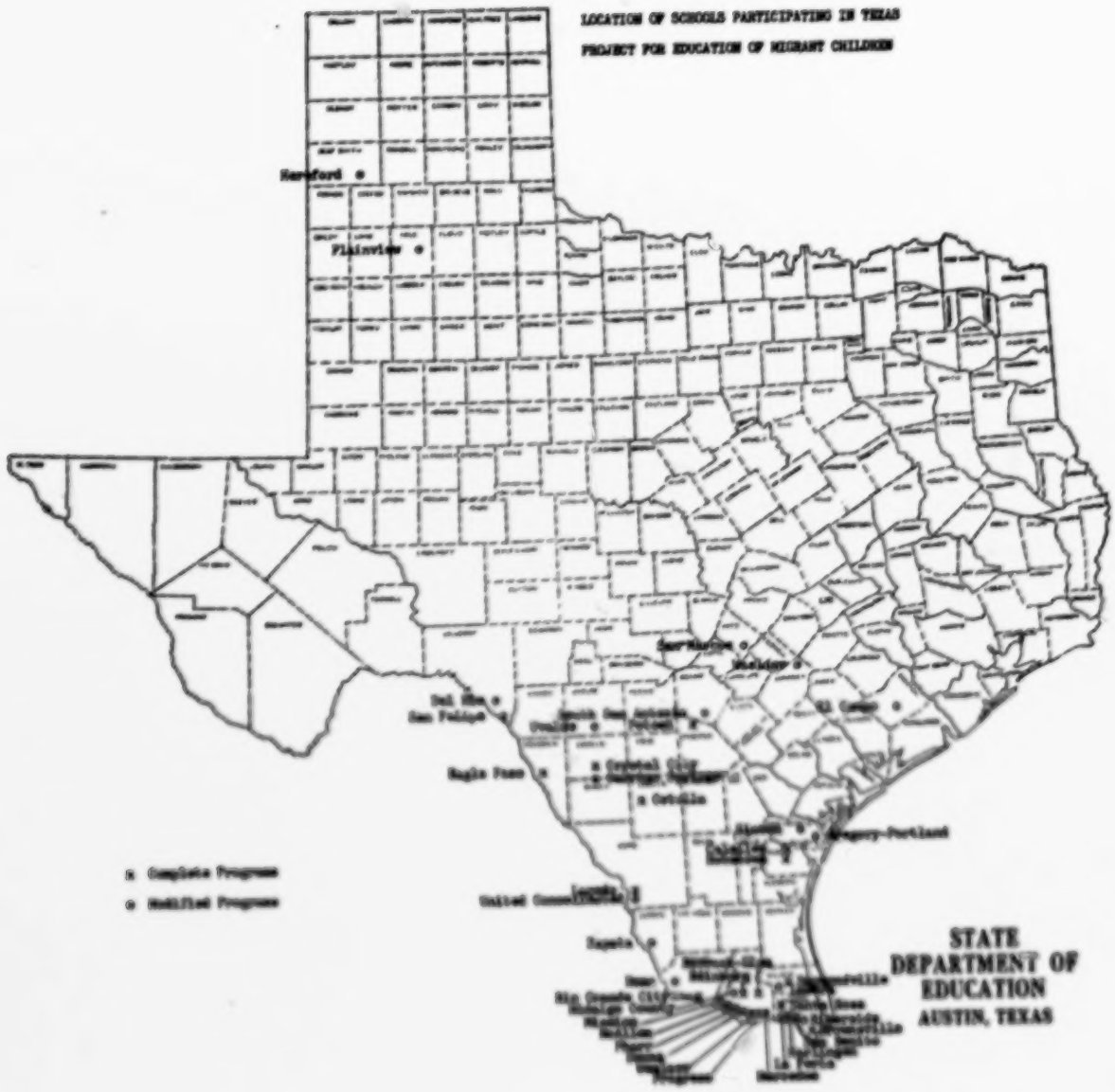
Five schools with an additional 3,000 students were added to the Project at the beginning of the 1964-65 school year, and during that year plans were made to include an additional ten schools in September 1965.

At the end of the second year it was evident that if the effectiveness of the Project were to be truly tested additional funds were needed. Consequently, the Texas Education Agency through the Governor's Office made application in 1965 to the United States Office of Economic Opportunity for additional funds to provide medical and welfare services. The Texas Education Agency then allotted the funds to the schools to provide lunches or snacks, clothing, medical examinations, and medical follow-up for those needing these services.

An additional twenty schools were added to the Project in 1965-66, bringing the total to forty participating schools with an enrollment of 20,000 students. The greatest concentration of schools is in the Rio Grande Valley, the home base of the largest migrant stream.

The 1967-68 Project will include forty-one schools: twenty in the complete program and twenty-one in the modified program. The Project will serve 21,000 of an estimated 85,000 migrant children in the State of Texas.

Additional funds are now allocated to the schools through the Elementary and Secondary Education Act of 1965, Public Law 89-10 as amended, and will include funds for instructional materials and equipment and to employ additional teachers, teacher aides, and special service personnel.


LOCATION OF SCHOOLS PARTICIPATING IN TEXAS
PROJECT FOR EDUCATION OF MIGRANT CHILDREN
Hereford
Plainview
Harlingen
Weslaco
Del Rio
San Felipe
Eagle Pass
Cotulia
Gregory-Portland
Uvalde
Pharr
Edinburg
Mission
McAllen
Donna
Raymondville
Lyford
La Feria
Harlingen
a Complete Programs
o Modified Programs
STATE
DEPARTMENT OF
EDUCATION
AUSTIN, TEXAS

DESCRIPTION OF PROJECT

The Texas Project for Education of Migrant Children is an integral part of the programs of public school education in Texas. Two requirements set forth by the Texas Education Agency in Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Revised), are especially applicable to the problem.

Principle VI: "There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool, in-school, and out-of-school children and youth."

Principle VIII: "The methods, techniques, and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms."

In order to accomplish this purpose the State Board of Education authorized the Texas Education Agency:

- To provide additional classroom teachers to retain the desired teacher-pupil ratio during periods of peak enrollment
- To pay teachers in the six-month extended-day program a salary equal to that paid in the nine-month program
- To make available to the participating schools all state-adopted textbooks

To implement the Project, the Texas Education Agency developed a program to include a minimum of 1,050 clock hours of instruction for students in grades 3-8 and 780 clock hours in grades 1-2, which is the same instructional time required in the nine-month program. Additional teachers were to be allocated according to a special formula based upon the periods of peak enrollment.

The basic characteristic of the twenty schools participating in the Complete Program is the provision for additional classroom teachers (CTU's) under a special migrant formula with funds from the Minimum Foundation Program.

The twenty-one schools participating in the Modified Program do not receive additional Minimum Foundation Program Funds for extra classroom teachers.

All of the forty-one schools have the six-month program with a minimum of 131 days of instruction. All of the schools in the Complete Program and many of those in the Modified Program have the extended eight-hour daily schedule.

CHARACTERISTICS OF THE MIGRANT CHILD

The migrant child may be identified as one who is unable to complete the regular nine-month school program because his parents are seasonal workers who follow the crops. As a result of his migration, cultural background and physical environment, the child in the Texas Project for the Education of Migrant Children will have one or more of the following characteristics:

- He has the ability to achieve satisfactorily when his special needs are met.
- He is often shy and may feel unaccepted.
- He is subject to a marked increase in fears as he starts to school.
- He experiences more classroom tensions and pressures than the English-speaking students.
- He comes from a patriarchal culture.
- His native language is Spanish.
- He is learning English as a foreign language.
- His readiness for reading will come only after he has the oral vocabulary.
- His concepts will be limited because his learning experiences at home have been restricted.
- He is absent frequently, often because of lack of proper food and clothing.
- He has experienced little success.
- He may be two or more years educationally retarded, due to his limited knowledge of English and/or to absence from classes.
- He may be mature in the areas of travel and adult association but lacks other experiences necessary for success in the classroom.
- His concept of sex and the sex roles are governed by his cultural values and may differ from middle class values.
- His parents often receive aid from welfare agencies.

OBJECTIVES OF THE PROJECT

To provide a program of learning that will enable the child:

- to develop effective communication skills sequentially-listening, speaking, reading, and writing
- to acquire fundamental mathematical skills and concepts
- to appreciate American history and its significance for him
- to acquire a knowledge of science and realize the effect it has upon his life
- to understand the importance of exercise, good health habits, sanitation, and nutrition
- to develop an appreciation of art and music
- to develop fundamental skills and concepts which will prepare him for adult living.

To provide health and welfare services to meet the physical needs of the child by providing funds:

- to provide free lunches, milk and snacks as needed
- to pay for medical examinations
- to provide medical and dental follow-up
- to purchase adequate clothing.

To fulfill certain psycho-social needs of the child by providing opportunities for him:

- to experience some success each day
- to have that success recognized by the teacher
- to feel accepted by his classmates and teacher
- to experience pride in his dual heritage.

The atmosphere of the school and the acceptance of the culture of the disadvantaged child will be determined to a great extent by the administrators and staff.

The school should:

- make the physical surroundings attractive
- provide suitable instructional materials and equipment
- create a pleasant, warm, and stimulating school environment
- respect the use of the child's native language while creating situations conducive to speaking English
- revise the curriculum to meet the individual needs of the child
- assign the best qualified teachers to the project
- maintain a constant study of new teaching techniques, methods, materials, and equipment that are being tried in schools with similar problems
- involve the parents in the school program so that they can provide support and reinforcement for the learning tasks of the school.

With the migrant child,the central task is to help him master the fundamental skills in language, reading, and arithmetic as well as to help him develop a positive attitude toward learning.

The teacher should:

- determine the child's achievement level by tests, observations, performance, past records, and interviews
- adapt the instruction to his performance level
- select experiences that will develop the desired concepts and vocabulary
- develop oral language facility in all subject areas
- create a classroom situation in which the child wants to speak English
- provide opportunities for the child to participate as an individual

- develop group cooperation by involving the child in committee projects, group reports, dramatizations, singing, games, choral speaking, and similar activities

- correlate with the subject area a variety of creative activities such as singing, dancing, building, drawing, painting, and carving, giving the child opportunity to succeed in areas in which he has special ability

- arrange her daily schedule to allow time for her to talk informally with each child about his work, family, friends, and interests

- praise the student when he succeeds

- utilize programed learning, when applicable, to allow the student to progress at his own rate

- use the child's dual heritage to help him develop a positive self-image

- understand the economic necessity of the child's migration

THE PROGRAM OF INSTRUCTION

The migrant child, like other educationally deprived children, lacks adequate skills in language development and concept formation. He is learning English as a second language, and he attends school on a limited basis because of late enrollment and early withdrawal. These problems, if not corrected, lead to progressive academic retardation. Therefore, the longer he attends school the farther he falls below the expected norms.

The Texas Project for Education of Migrant Children recognizes the importance of providing the experiences the child needs to form accurate concepts and to develop the language needed to comprehend and express these concepts. To provide these experiences the school should design a curriculum which:

- includes a sound testing program to determine the child's level of proficiency
- is designed to begin the child's instruction at his level of proficiency
- permits the child to move from one achievement level to another as his progress warrants
- makes provision for the child to receive special small-group instruction with a teacher specialized in the area of the child's weakness
- concentrates on the development of oral language in all content areas by:
  - sentence pattern drills
  - conversation
  - re-telling of stories
  - sharing of personal experiences
  - role-playing
  - dramatizations
  - puppetry
  - choral readings
- utilizes multi-sensory approaches to build concepts and develop language facility by the use of:
  - excursions
  - concrete materials
  - records
  - tapes

- " films
- " filmstrips
- " transparencies
- " pictures
- " books

- builds on the child's background and travel experiences to make learning interesting and functional

- involves the child in a variety of activities and projects to provide for special abilities and interests

- provides opportunities for group or committee work as well as entire-group instruction

- uses the textbook as a resource tool, not as the sole means of instruction

- encourages creativity through language, movement, construction, art, and music.

In addition to the elements common to the entire program, attention should be given to specific essentials peculiar to each subject area.

Language Arts

- includes an organized program for teaching English as a second language

- introduces the child to reading and writing only after he has the oral vocabulary to comprehend

- provides multi-level textbooks and supplementary reading materials at the child's reading level

- encourages the child to express himself creatively through oral language as in story-telling, role-playing, original jokes, riddles, and poems as well as through the written word

- correlates the language arts with other curriculum areas

Social Studies

- utilizes the unit or thematic approach to secure maximum correlation with other subject areas

- makes extensive use of diagrams, maps, and pictures to clarify concepts and to develop vocabulary

Social Studies	• instills respect in the child for his Mexican-American heritage by emphasizing the value of bilingualism
	• teaches tolerance and appreciation of other cultures by understanding and accepting the child's culture
Science	• gives students a better understanding of the physical world around them
	• utilizes the principles, terms, and activities for science outlined in the Migrant Curriculum Guide
	• provides opportunities to apply the problem-solving method in other areas of instruction
	• correlates science activities with math, art, language arts, and other content areas, emphasizing development of oral language
Mathematics	• provides functional, sequential instruction in computation and reasoning skills as recommended in the Migrant Curriculum Guide
	• develops orally the concepts and vocabulary essential to computation and problem solving
	• promotes understanding and appreciation of language as a tool of thought by teaching the child techniques of rewording stated problems
	• utilizes a variety of concrete and semi-concrete objects such as counting frames, measuring devices, pegs, discs, play money, and number lines to clarify number concepts
	• utilizes varied activities in order to maintain interest and develop learnings--chalkboard activities, flannelboard activities, number patterns, number puzzles, number games, and flashcards
	• relates mathematics to other curriculum areas

SPECIAL SERVICE PERSONNEL

In addition to the bonus units granted Texas school districts under the Minimum Foundation Program, participating schools receive funds from the Texas Project for Education of Migrant Children to employ additional special service personnel. Although many public schools in the past have utilized the services of special personnel, migrant children have been deprived of these advantages because of their migratory patterns. A school qualifies for special service personnel on the basis of need as determined by the Texas Education Agency, Division of Compensatory Education. Depending upon the size and need, a school may qualify for a supervising principal, supervisor of instruction, counselor, nurse, visiting teacher-social worker, librarian, and/or aide.

CERTIFICATION----Any of the special personnel must meet the same standards required for certification in the regular nine month school program.

At this time no standards have been set by the Agency for certifying a social worker or an aide. However, because the migrant children may have a wide variety of problems, certain characteristics seem essential in considering the special personnel. Each staff member should:

- Be the best qualified person available
- Respect a cultural background different from his own
- Be flexible enough in his own value system to be able to understand and respect the values of the migrant child and his family
- Have an honest desire to help people
- Know the students and their families
- Be cooperative
- Be familiar with available community services and resources
- Be willing to work more than forty hours a week when necessary
- Act as a coordinator of school and community services

Each member of the staff should realize that "culturally different" does not mean lacking in culture. The child brings his own cultural values with him, and if any teaching and learning are to take place he must feel that his culture is valued by the staff.

NURSE

The health program should provide:

- nurses and aides
- medical services including physical, eye, ear, and dental examinations and follow-up
- hot lunches or other type of lunch and milk
- clothing, when needed
- mental health program.

The nurse in the migrant program should be able to give more attention to individual children because of the lower nurse-pupil ratio. With the availability of aides and of special services, the nurse can be of value in:

- establishing closer contact between home and school
- helping parents and teachers to understand the health needs of the child
- identifying children in need of medical care
- arranging for the child to have medical attention, including follow-up, when needed
- utilizing all community agencies to supplement the services provided by school funds
- acting as coordinator of school and community medical services
- directing group meetings for parents to discuss nutrition, sanitation, and physical care of the child.

The functions of the school nurse and suggestions for setting up a health program are discussed more fully in The School Nurse in the School Health Program, Bulletin 619, Texas Education Agency.

VISITING TEACHER

The visiting teacher-social worker provides another line of communication between the school and home. Her work must be planned with the administration and staff. According to the distinctive needs of the school and community, the visiting teacher-social worker can be of assistance to the individual child in problems of:

- non-attendance
- lack of motivation to stay in school
- juvenile delinquency
- parental neglect
- home-school relationship
- unfavorable classroom attitude
- unsatisfactory academic progress
- child-group relationships

The requirements and work of the visiting teacher are more fully presented in The Visiting Teacher, Bulletin 634, Texas Education Agency.

LIBRARIAN

The Texas Project for Education of Migrant Children provides funds for employing librarians and aides and for purchasing books and library materials. The emphasis on the language arts increases the importance of maintaining an adequate library. The librarian should be of service to the children and teachers by:

- selecting low level-high interest books and periodicals in all subject areas
- assisting students systematically with selection of materials
- telling stories to large or small groups as a regular service
- scheduling browsing time for all students by class or in small groups
- arranging displays of students' art work
- cooperating with teachers in setting up displays related to class activities
- designating a study area for small groups
- arranging displays of books in special interest areas and for commemorating special events
- showing films to classes or small groups
- maintaining an attractive library
- securing, for the use of teachers, literature dealing with the education of the disadvantaged child
- making available books and periodicals of a professional nature for the use of the teachers
- securing adequate reference materials.

The School Library Program and Instructional Resources, Bulletin 699, of the Texas Education Agency, offers useful information and suggestions for the Migrant School library program.

UTILIZATION OF AIDES

No standards for certifying aides have been set by the Texas Education Agency because the educational level of resource people available varies greatly from community to community. An aide may be:

- a high school student
- a high school graduate
- an NYC enrollee
- a college student
- a housewife
- a retired person
- a dropout
- a university graduate.

Each school district should develop a written job description for aides. The qualifications for employment will depend upon whether the aide is to assist a classroom teacher, nurse, librarian, visiting teacher, counselor, or administrator.

The activities of the aide will depend upon his educational experience, abilities, and talents. An aide should always work under the supervision of the teacher or of the person he is assigned to assist.

The following list of suggested activities is presented to assist schools in developing job descriptions for aides.

Clerical Assistance

- Check roll and maintain attendance records
- Grade papers (with key)
- Keep equipment and materials ready for use
- Pass out and return instructional materials
- Operate projectors and audio-visual equipment
- Collect and return assignments

- Issue and check the return of library materials
- Run errands

Supervisory Activities

- Accompany small children to restroom, water fountain, and lunchroom
- Accompany children on field trips with teacher
- Supervise playground activities
- Take small groups to the library while teacher works with individual students
- Direct organized play activities

Assistance with instructional materials

- Prepare charts and other visuals
- Set up and dismantle demonstrations and bulletin boards
- Do research
- Assist in the preparation of puppets
- Mount pictures for classroom picture file

Classroom Assistance

- Supervise small groups while teacher works with other groups
- Tell stories
- Aid in flashcard drills
- Drill children who need additional practice after the teacher has established a pattern structure
- Teach songs
- Help small groups with dramatizations
- Listen to children read
- Give individual attention to students who need assistance
- Assist with art and craft activities
- Serve as an additional interested audience

TEXAS MIGRANT PROJECT SCHOOLS 1967-68

SCHOOL	COMPLETE SERVICES			SCHOOL TERM			Estimated No. of Teachers		SPECIAL SERVICES PERSONNEL		TEACHER AIDES		ADMINISTRATOR IN CHARGE
	Grades	No. of Campuses	Estimated No. of Students	Opening Date	Closing Date	Holidays	More than 1/2 time	1/2 time or less	More than 1/2 time	1/2 time or less	More than 1/2 time	1/2 time or less	
Brownsville	1-8	1	572	Nov. 1	May 9	Nov. 17&23 Dec. 25 Jan. 1 Mar. 17 Apr. 12	27		6	8	9		James T. Ogg, Supt.
Calallen	1-8	4	64	Sept.1	May 31	Nov. 23-24 Dec.21-Jan 2 Mar.15 Apr.11-15 May 30		2	1	1	4		H. Doyle Little
Carrizo Springs	1-8	4	702	Aug.28	May 20	Sept.4 Nov.23 Dec.25 Jan.19 Mar.8 Apr.12	5		1		6		Ed Wachtel
Cotulla	1-9	3	256	Nov. 1	May 16	Nov.23-24 Dec.23-Jan.1 Feb.29 Mar.15 Apr.12	10			3	11		Hillrey A. Dufner
Crystal City	1-8	2	795	Oct.16	Apr.24	Nov.23-24 Dec.25 Jan.1 Mar.15 Apr.12-15	27	12		6	18		M. D. Ray, Supt.
Del Rio	1-8	3	260	Nov. 1	May 22	Nov.23-24 Dec.18-31 Jan.1 Apr.12-15	1	9	3	1	4		Walter H. Block
Donna	1-8	2	781	Oct.23	Apr.30	Nov.23-24 Dec.25-26 Jan.1 Apr.12	20	5		8		10	James L. Forrest
Eagle Pass	1-8	7	940	Oct.16	May 2	Nov.24-25 Dec.21-Jan.1 Mar.15 Apr.12-15	31	12	8	5	18		Kenneth Flory, Supt.
Edcouch-Elsa	1-9	2	534	Oct.31	May 10	Nov.24 Dec.21-26 Jan.1 Mar.15 Apr.12	18	4	4	5	11		Martin Pena, Jr.
Edinburg	1-9	7	750	Oct.16	Apr.26	Nov 23-24 Dec.22-25 Jan.1&19 Mar.15 Apr12-15	13		2		8		Guadalupe Y. Morales
El Campo	1-6	1	40	Nov.27	June 7	Dec.21-Jan.1 Mar. 15 Apr.12-15	2			1	2		William E. Dowden
Gregory-Portland	1-6	1	50	Sept.1	May 24	Nov.23-24 Dec.21-Jan.1 Mar.15 Apr.12-15		4	1	5		1	W. C. Andrews, Supt
Harlingen	1-6	1	468	Oct.16	Apr.24	Nov.23-24 Dec.25-26 Jan.1	14		5	1	8		James G. Walthall
Hereford	1-8	7	619	Sept.1	May 24	Sept.4 Nov.23-24 Dec.22-29 Jan.1&15 Mar.8 Apr8-12	4		4	2		7	Roy Hartman
Hidalgo County	1-8	4	418	Nov. 1	May 15	Nov.23-24 Dec.25 Mar. 15 Apr.12		14	2	4	9	8	Salvador J. Gutierrez
La Feria	1-8	4	250	Nov. 6	May 10	Nov.23 Dec.25 Jan.1 Apr.12		13		3	5		W. B. Green
Laredo	1-6	3	710	Oct.30	May 10	Nov.23 Dec.25-26 Jan1-3 Feb.22 Mar.15 Apr.12-15	30		4	2	11		Porter S. Garner
Lasara	1-8	1	102	Oct.30	May 17	Nov.23-24 Dec.20-Jan.1 Mar.15 Apr.11-15		9		2			E. H. Lorfing, Supt.
McAllen	1-8	1	880	Oct.30	May 10	Nov.23-24 Dec.22&25-26 Jan.1 Mar.15 Apr.12	34	4	10	4	20		A. E. Garcia
Mercedes	1-9	5	712	Oct.30	May 9	Nov.23 Dec.22&25-26 Jan.1 Mar.15 Apr.12	17		7	1	6		Harvey L. Broyles
Mission	1-8	2	490	Oct.16	May 3	Nov.23-24 Dec.22-29 Jan.1 Mar.15 Apr.12-15	27		4	6	10		Robert Wicks
Pharr-San Juan Alamo	1-9	10	2128	Oct.30	May 16	Nov.23-24 Dec.21-26 Jan.1&26 Mar.15 Apr12-15	70	19	2	18	32		Augusto Guerra

TEXAS MIGRANT PROJECT SCHOOLS 1967-68 (continued)

SCHOOL	COMPLETE SERVICES			SCHOOL TERM			Estimated No. of Teachers		SPECIAL SERVICES PERSONNEL		TEACHER AIDES		ADMINISTRATOR IN CHARGE
	Grades	No. of Campuses	Estimated No. of Students	Opening Date	Closing Date	Holidays	More than 1/2 time	1/2 time or less	More than 1/2 time	1/2 time or less	More than 1/2 time	1/2 time or less	
* Plainview	1-6	3	68	Oct.27	Apr.10	Nov.23-24 Dec.22-Jan.1 Mar.1	3				3		Elizabeth M. Grady
Poteet	1-8	2	175	Nov. 1	May 22	Nov.23-24 Dec.20-Jan.1 Mar.8 Apr.12-15&19	5			4	4		Beth Foster
* Progreso	1-8	1	98	Oct.30	May 17	Nov.23-24 Dec.23-Jan.1 Mar.15 Apr.12		10		4		7	Roger W. Jones, Supt.
Raymondville	1-9	4	495	Oct.23	May 6	Nov.23 Dec. 25 Jan.1 Apr.12	17	3	2	2	10		Charles Lemmons
Rio Grande City	1-8	4	530	Oct.16	Apr.26	Nov.23-24 Dec.25 Jan1-2 Mar.15 Apr.12-15	25	12	4	7	27		Rodolfo dela Garza, Supt.
* Riverside	1-8	2	272	Oct.30	May 7	Nov.23-24 Dec.25-26 Jan.1 Apr. 12	2	1	1	2	6		Paulita Cavazos, Supt.
Robstown	1-6	1	304	Oct.16	May 2	Nov.23-24 Dec.25-29 Apr. 12-15	11	15	6	5	10	10	O. A. Elliff
* Roma	1-8	2	650	Oct.15	May 3	Nov.23-24 Dec.21-Jan.1 Apr.12-16	1	24	7	11	16		Eugenio Falcon
San Benito	1-9	2	565	Nov.13	May 17	Dec.25-26 Jan.1 Apr.12	20			2	1		E. D. Peck
* San Felipe	1-8	4	328	Aug.31	May 25	Nov.23-24 Dec.18-Jan.1 Mar.15 Apr.12-15	4	2	4	2	3		Eulalio Calderon
* San Marcos	1-6	2	40	Jan. 3	May 24	Mar. 15 Apr. 12-15	2			2	1		Alfred S. Stovall
Santa Rosa	1-7	1	184	Nov. 1	May 10	Nov.23-24 Dec.22-25 Jan.1 Mar.15 Apr.12	9		1	2	7		Melvin White, Supt.
* Sinton	1-9	6	323	Oct. 2	May 24	Nov.23-24 Dec.21-Jan.1 Apr. 12-15		11				4	John Bounds
* South San Antonio	1-8	8	248	Sept.1	May 24	Sept4 Nov10&23-24 Dec22-Jan1 Feb9 Mar8 Apr12-15	3		3		1		Herbert E. Harper, Jr.
* United Consolidated	1-9	3	143	Sept.5	May 24	Nov.23-24 Dec.22-Jan.2 Feb.22 Apr.12-15	1		1		1		Harold C. Brantley, Supt.
* Uvalde	1-6	3	281	Aug.23	May 17	Sept4 Nov22-27 Dec20-Jan2 Mar.8 Apr.11-16	1	5		2	7		John H. Harrell
* Waelder	1-6	1	40	Nov. 1	May 24	Nov.23-24 Dec.22-Jan.3 Mar.15 Apr.19-22	2	2		2	4		James C. Tittle
Weslaco	1-8	5	560	Oct.30	May 8	Nov.23-24 Dec.25-26 Jan.1 Apr.12-15	22		8	3	7		Howard Murchison
* Zapata	1-6	1	101	Nov. 1	May 24	Nov.23 Dec.25 Apr.12		4	4			1	Valentin Medina

* Modified Programs